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ABSTRACT

The preliminary work on three main projects is reported on, covering the period between March and June, 1973. The projects are: (1) development of an institutional behavioral management regimen for incarcerated male youths between the ages of 15 and 18 at the Alabama Industrial School at Mount Meigs, Alabama; (2) development of a community-based manpower model for youthful and young adult offenders (16 years of age and older) at the Experimental Manpower Laboratory for Corrections (EMLC) site on the campus of the University of Alabama in Tuscaloosa; and (3) the evaluation of Alabama's state-wide work release program. The report also includes a 12-page utilization report covering projects completed, products in progress, product distribution and other utilization efforts and directions. A brief summary statement discusses highlights of progress made in the Mount Meigs and Tuscaloosa projects. A 21-page appendix offers an opinion survey form, a classroom observation rating form, and a six- and twelve-month follow-up form for discharging Alabama Industrial School students. (Author/MW)

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phase FOUR

a progress report

EXPERIMENTAL MANPOWER LABORATORY FOR CORRECTIONS

March - June 1973

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Submitted to Seymour Brandwein, Director of Special Manpower Programs, and to William Throckmorton, Project Officer, by John M. McKee, Director, Experimental Manpower Laboratory for Corrections, Rehabilitation Research Foundation, P. O. Box 3587, Montgomery, Alabama, 36109.

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16. Abstracts

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This report also includes a discussion of the EMLC's utilization activities during the reporting period, highlighted by completion of the Individualized Reading Instructional System (IRIS) and a final report on the EMLC's Correctional Officer Training Project and the continuing work on the Behavioral Evaluation, Assessment, and Diagnosis (BEAD) procedure, growing out of the EMLC's follow-up studies with released offenders, and the Behavior Modification Training Package for Correctional Officers.

17. Key Words and Document Analysis. 17a. Descriptors

Attitude survey	Attitudes	Education
Employment	Evaluation	Incentives
Instructors	Juvenile delinquency	Males
Orientation (training)	Performance evaluation	Program instruction
Questionnaires	Rehabilitation	Reinforcement
Schools	Specialized training	Students
Surveys	Systems analysis	Vocational guidance

17b. Identifiers/Open-Ended Terms

Individualized reading instructional system
Work release evaluation
Community-based manpower model
Behavioral assessment diagnosis instruments
Behavioral management model for institutionalized youthful offenders

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THE EXPERIMENTAL MANPOWER LABORATORY FOR CORRECTIONS

Rehabilitation Research Foundation

Progress Report on Phase IV
March through June, 1973

RRF-7-15-73

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INTRODUCTION

The studies conducted in the first three phases of the Experimental Manpower Laboratory for Corrections (EMLC) at Draper Correctional Center at Elmore, Alabama, explored the manpower problems associated with the employment of the offender by defining *barriers to his employment*, developing methods to increase the *effectiveness of institutional training* (both academic and vocational), and adapting *behavior modification techniques* for use in correctional rehabilitation programs. The latter included studies in contingency management, the operation of a token economy in one cellblock of the institution, and the design of a systematic postrelease follow-up of the released offender which prompted the development and refinement of a number of behavioral assessment instruments. A program for training correctional officers in the application of behavior modification techniques was also developed. The dissemination of study reports and findings led other institutions and manpower programs to adopt many of the Lab's techniques and training systems.

The current phase of the EMLC, Phase IV, which runs from March, 1973, to the end of February, 1974, has taken quite a new direction from the work of the earlier phases at Draper Correctional Center, though in some ways the current phase is a concentration and compression of previous efforts. The primary difference in Phase IV is that the Lab is dealing with a somewhat different and expanded population of subjects, and at multiple sites.

In Phase IV the Lab has been deployed into three main project efforts, each of which is attempting to deal with a slightly different population. The main contingent of EMLC staff is currently sited at the Alabama Industrial School (AIS), an institution for delinquent youths between the ages of 15 and 18. Here the Lab is planning and incrementally developing strategies for bringing together the most effective techniques developed at Draper to define and solve some of the criminal and manpower-related problems of this particular disadvantaged group.

Originally, and prior to the actual move to the AIS site, the plan which appeared most feasible was to institute on the grounds of AIS a behavioral management program, most likely in the form of a token economy, for a select group of the students at the school. This program, when demonstrated to be effective, was then to be expanded to the entire institution. Objectives for the behavioral management program were developed

and initial action was taken to effect the program. However, after a short stay on the campus of AIS two facts emerged which were unanticipated but significant in altering this original plan.

A change of administration at AIS was the first unexpected contingency which came to light. Original plans for the behavioral management system were completely suspended by the arrival of a temporary superintendent of the institution. Equally important, if not more so, were the facts uncovered by the first months of the Lab's research while on the campus. Surveys of AIS staff and student attitudes, examination of actual procedures of the institution, especially with regard to the training and treatment which the students receive, and a close look at what happens to the students after they are released from their brief stay at AIS (usually about six months) began to indicate that the Lab's interests may not be best satisfied by concentrating all of its efforts on the institutional level. That is, it currently appears feasible that a combination of technical assistance to AIS staff and some kind of treatment directed toward the community, coordinated with a geared-up prerelease effort, might accomplish more of the manpower goals of the Lab.

The second main contingent of the Lab is now sited on the campus of the University of Alabama at Tuscaloosa. High among the advantages available from a merger with the university were the professional resources available, the opportunity to utilize Lab findings within the university curriculum, and such pragmatic benefits as the use of the university's computer analysis facilities. The objective of the Phase IV project here is to develop a community-based manpower model for youthful and young adult offenders 16 years of age and older. The data collection and analysis and preliminary planning of this project are well under way.

Ultimately, the Tuscaloosa project is committed to the task of directing the offenders in the project population into or back into the labor market. However, similar to the preliminary findings of the AIS project, the task may become more complex than anticipated. For example, preliminary follow-up on 60 youthful offenders within the Tuscaloosa community indicates that entry into the world of work may not be the only route to achieving the best utilization of offender manpower. Many of the subjects studied to date have a higher educational level than the typically incarcerated offender with which the Lab dealt at Draper. This fact, combined with their middle-class backgrounds and infrequent contact with the criminal justice system, indicates that treatment alternatives such as entering or returning to college, vocational training, and other avenues more related

to community involvement may be the answer. In that the Tuscaloosa project is attempting to work within the parameters of the community, a considerable amount of effort by Lab staff is being put into developing liaison and working communication channels with the existent community agencies, e.g., the courts, the police, and probation and parole.

The third component of EMLC work in Phase IV is the work release evaluation project. Since the Lab had already established a battery of effective follow-up instruments while at Draper Correctional Center for evaluating the success or failure of the released offender, the Lab was asked prior to the beginning of Phase IV to evaluate Alabama's newly instituted Work Release Program. The Lab accepted the project not only as an opportunity to promote the effectiveness of the state's program, but because it created the opportunity to utilize the methodology which was developed and refined at Draper. Because the evaluation is behaviorally based, i.e., because it will evaluate the work releasee's postrelease behavior patterns in relationship to what the releasee did while in the program, it is anticipated that the evaluation will yield a model which can be effectively adopted by other programs in other states.

Regarding the overall nature of this report, since some of the final strategies and particular approaches for Phase IV are still unfolding and being determined, the work reported on for this period (March through June, 1973) can best be viewed as developmental. Much of what has been done at AIS, at the Tuscaloosa site, and even in the work release evaluation has been directed toward establishing the necessary data and information base by means of which the comprehensive projects can achieve their intended manpower objectives.

MOUNT MEIGS PROJECT

The many studies conducted by the EMLC with adult offenders at Draper Correctional Center yielded findings that had great potential for correctional rehabilitation. A token economy was established in one cellblock of the institution and proved to be an effective means of behavior management. Correctional officers participated in a training program which demonstrated the feasibility of teaching line staff to use behavior modification techniques–which meant that, ultimately, they could be trained to operate a token economy under appropriate supervision. A system of individualized instruction was developed to provide basic education skills, and a self-instructional reading system was later designed that would enable even the total illiterate to use the basic education materials after his reading skills were brought up to about the third- or fourth-grade level. A system of contingency contracting proved to be an effective way to motivate inmate learners. Even vocational training was individualized in an open-entry/exit program. Systematic follow-up of released and paroled offenders, using a battery of behavioral assessment instruments, analyzed program effectiveness while seeking to determine the factors which contribute to postrelease success. But the size of the institution population and the need for maintaining security at the expense of treatment, coupled with an unwillingness of the administration to totally commit themselves to a behavioral model of institutional management and the employment of the necessary professional personnel, prevented the separate studies from being incorporated into one program that would, in effect, govern every aspect of institutional life.

The opportunity to develop such a program was the primary reason for the move to the Alabama Industrial School (AIS) at Mount Meigs. The population of the school is much smaller (150 male youths as opposed to 900 inmates at Draper) and, while somewhat younger, essentially similar to that at Draper. Indeed, many of the "adult" felons at Draper are no older than some of the students at AIS, and many have come up through the ranks of AIS and other industrial schools. The AIS system presented the Lab with a chance to intercept the would-be adult felon while examining the feasibility of instituting a behavioral management model that would enhance the entire school program.

The Lab's administrative offices moved from Draper to AIS at the beginning of Phase IV in March, 1973. The initial investigations of the feasibility of developing the

proposed school-wide project then began. These included an opinion survey of AIS staff and students to discover their respective attitudes toward treatment and custody and to assess the current treatment programming, with an eye to determining whether staff and students would be receptive to a more positively oriented treatment program. The existing advancement system for students was also examined to see if it was actually operating as a performance-contingent release program. Classroom observations were made to determine the effectiveness of the academic instruction, and an intervention program was then begun on an in-service training basis to teach the instructors the application of behavior modification to the classroom. And, finally, EMLC staff worked with the AIS Social Services Department members to revise the follow-up forms for discharged students. The new forms are more behaviorally oriented, and they should provide feedback pertinent to program evaluation and community intervention planning. The procedures and accomplishments of the investigations made in this reporting period are described in more detail in the following sections.

Opinion Survey

Staff resistance to change can be a major factor in determining the success of a new program, as verified by numerous programs and research studies. The opinion survey conducted soon after the EMLC's physical move to AIS was primarily concerned with assessing the receptivity of both staff and students to a more positively oriented treatment program. A secondary consideration was the opportunity provided for the two staffs to become better acquainted.

The 70-item survey was based on a similar instrument developed at the Georgia Training and Development Center and supplemented by items from other attitude surveys. Several of the items were designed to uncover perceived causes of juvenile delinquency and crime and the belief in "internal" as opposed to "external" (environmental) control of behavior. (Copies of the survey are included in Appendix A.) Each survey item was posed as a statement. Five responses indicated the degree of agreement or disagreement with the statement.

The survey was administered to all 68 AIS staff members and to 123 students who had been at AIS for at least 30 days. Each person answered the items twice, once as a staff member and once as a student. Approximately one-half of the staff members answered as themselves first and as a student second; the procedure was reversed for the

other half of the staff. This method was used with the students responding as well, to eliminate the possibility of bias due to the order of the responses made. The survey was administered orally to those individuals who had reading problems. Administration of the survey was completed by March 29, 1973.

Although the resulting data have not yet been completely analyzed, the preliminary analysis indicates that a large majority of both students and staff are interested in the idea of positively oriented treatment, viewing rewards for doing work as an acceptable means of behavior control. It was thus apparent that there would be little resistance to instituting intervention with the AIS staff in the form of classes in behavior modification.

Several items indicated a communication gap between staff and students. For example, about one-third (32%) of the students agreed that "students will return to illegal activities after release" and predicted that 46% of the staff would agree. However, only 10% of the staff agreed. The staff members also predicted that only one-fifth (20%) of the students would agree with the statement. It is also interesting to note that the staff members were considerably more optimistic about the students' postrelease success than were the students themselves. Measures should be taken to deal with the communication problem to maximize the efficiency of any treatment program.

The opinion survey, after revision, will be administered again at regular intervals to assess the effectiveness of the intervention with the teachers. An item analysis is being performed to eliminate items which fail to discriminate.

Analysis of AIS Advancement System

Before planning any major changes in the AIS program, it has first been necessary to thoroughly examine the functioning of the present components. This examination is expected to isolate deficiencies and to detect those portions which should be retained. One component which has been analyzed is the AIS advancement system in which a student ostensibly gains his release by progressing through various levels. These are clearly defined in a handbook each student receives when he arrives at AIS. Points are awarded for good performance in the vocational and academic schools and in the dormitories. Each student is required to remain within a rating until he has earned sufficient points to advance. He is not to be released until he has entered the highest rating.

To determine if the advancement system actually worked this way in practice, EMLC staff members were given access to AIS files on the 100 students most recently released

prior to May, 1973. Information was gathered relating to the types and dates of disciplinary reports filed. Disciplinary reports result when a student has committed an offense in one of four categories: (1) verbal abuse, (2) physical abuse, (3) running away, and (4) miscellaneous offenses, among which stealing is most common. Data were also taken from the files as to reason for adjudication, length of stay, and progression through the advancement system levels.

Preliminary analysis of the data at this time indicates that performance-contingent release is actually nonexistent. The bulk of the students learn their exact release dates the day they enter the school; 66% are released after six months, and 91% stay nine months or less. There is no way, barring illness or escape, that they can leave before that date. The only way a student can affect the length of his stay at AIS is to prolong it.

Consequently, the ratings have little meaning to the students. AIS staff have indicated that some students find the disciplinary reports rewarding and boast of the large number of disciplinaries they have accumulated. Since there is little clear relationship between the disciplinary reports and release, the students apparently have little fear of meaningful repercussions for their behavior.

It is clear that the advancement system, as presently operated, does not provide systematic individualization of treatment. In theory, however, it represents an attempt to apply behavior modification principles to the student's activities at AIS. Changes in the operation of the advancement system are necessary before it can function as a true incentive system in which the student actually earns his release.

Classroom Observation

Of the four divisions of the present AIS program (academic education, vocational training, cottage life, and social services), the one which appears to be most amenable to the implementation of a behavioral management model is the academic education division. There are several reasons that this is so:

1. Certain classrooms are already using the Individually Prescribed Instructional (IPI) System developed by the EMLC for the delivery of basic education skills. Contingency management is built into the IPI System. The use of IPI in these classrooms provides a foundation for other curriculum improvement.
2. The academic classroom is a relatively restricted setting in which behavior management procedures can be effectively used.

3. The academic school's staff of teachers and administrators appear interested in and prepared to accept changes which will make the classroom instruction more efficient.
4. The EMLC has considerable experience from its Draper studies in the development and use of individually prescribed programmed instructional materials and contingency management.

To analyze the activities in the classroom, the proportion of time spent by students and nine teachers in the process of communicating academic material was measured by four EMLC observers. The observation schedule was arranged so that each teacher was observed by each of the research staff an equal number of times. Nine classes were observed each morning that classes were held over the five-week period between April 30 and June 1, 1973. The presence of the observers in the classrooms was judged to have little effect on teacher-student interaction, since the observers had been in the classrooms for the preceding four weeks while developing the observation system which was used.

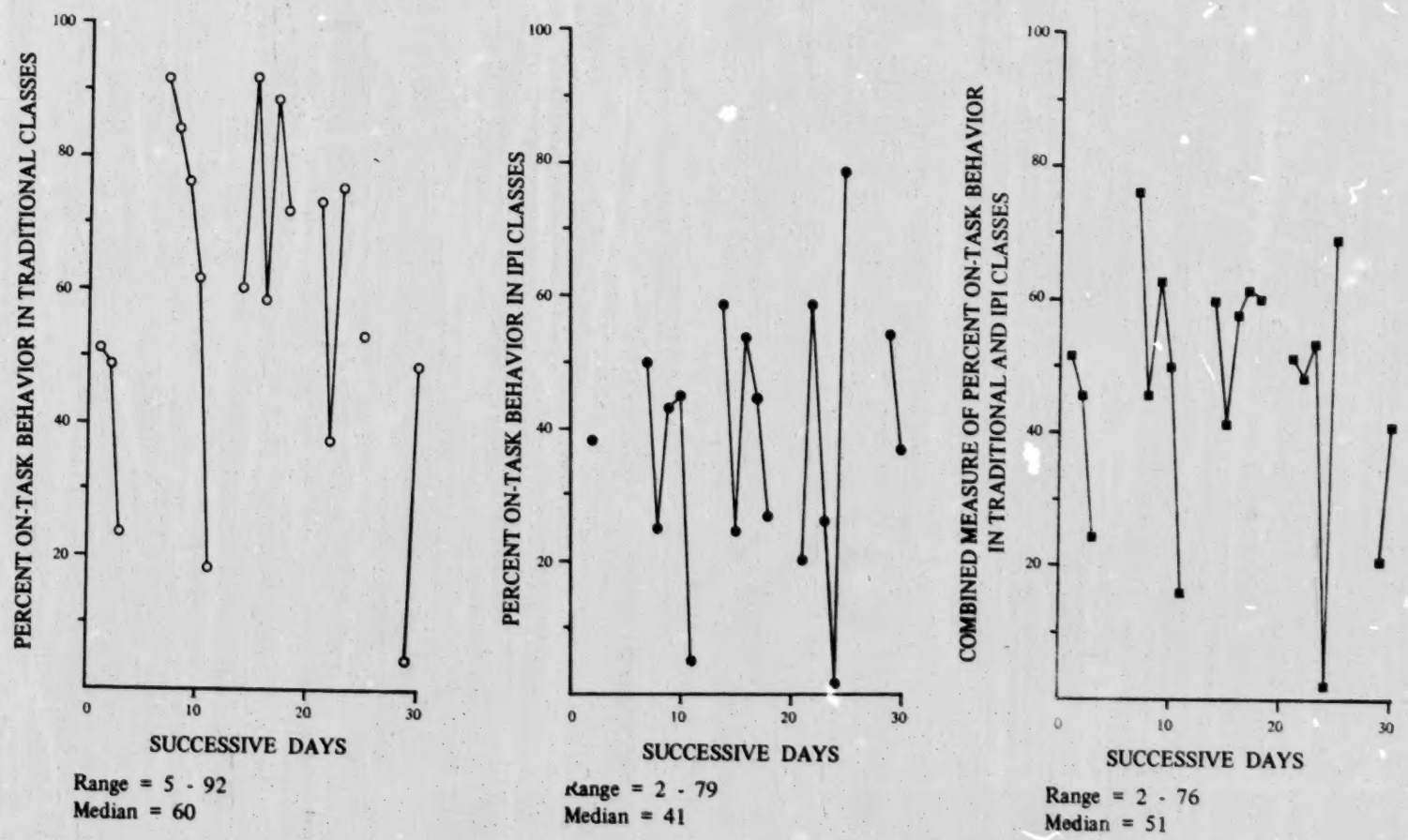
The principal measures being taken in the observation were *Teacher On-Task*, *Student On-Task*, and *Student Classroom Disturbances*. "On-task" behavior was generally defined as any activity pertaining directly to the transmission of or attainment of academic material. This included question-and-answer sessions, lectures, audiovisual presentations, the assignment of academic materials, testing, and providing or receiving academic material.

"Classroom disturbances" were restricted to five common classroom discipline problems. They were:

1. Talking to the teacher without permission
2. Leaving the room without permission
3. Talking to another student without permission
4. Leaving one's assigned seat without permission
5. Failing to obey a teacher's order

A tape-recorded signal, played through earplugs worn by the observers, indicated the end of each 30-second period. The observations covered 30 minutes of each 50-minute class period, and they were sequential so that significant behavioral chains could be detected. An indication was made at the beginning of each 30-second period as to whether each member of the class and the teacher were on task. Classroom disturbances were recorded only if they occurred at the signal terminating the 30-second interval. (A copy of the rating form used by the classroom observers may be found in Appendix B.)

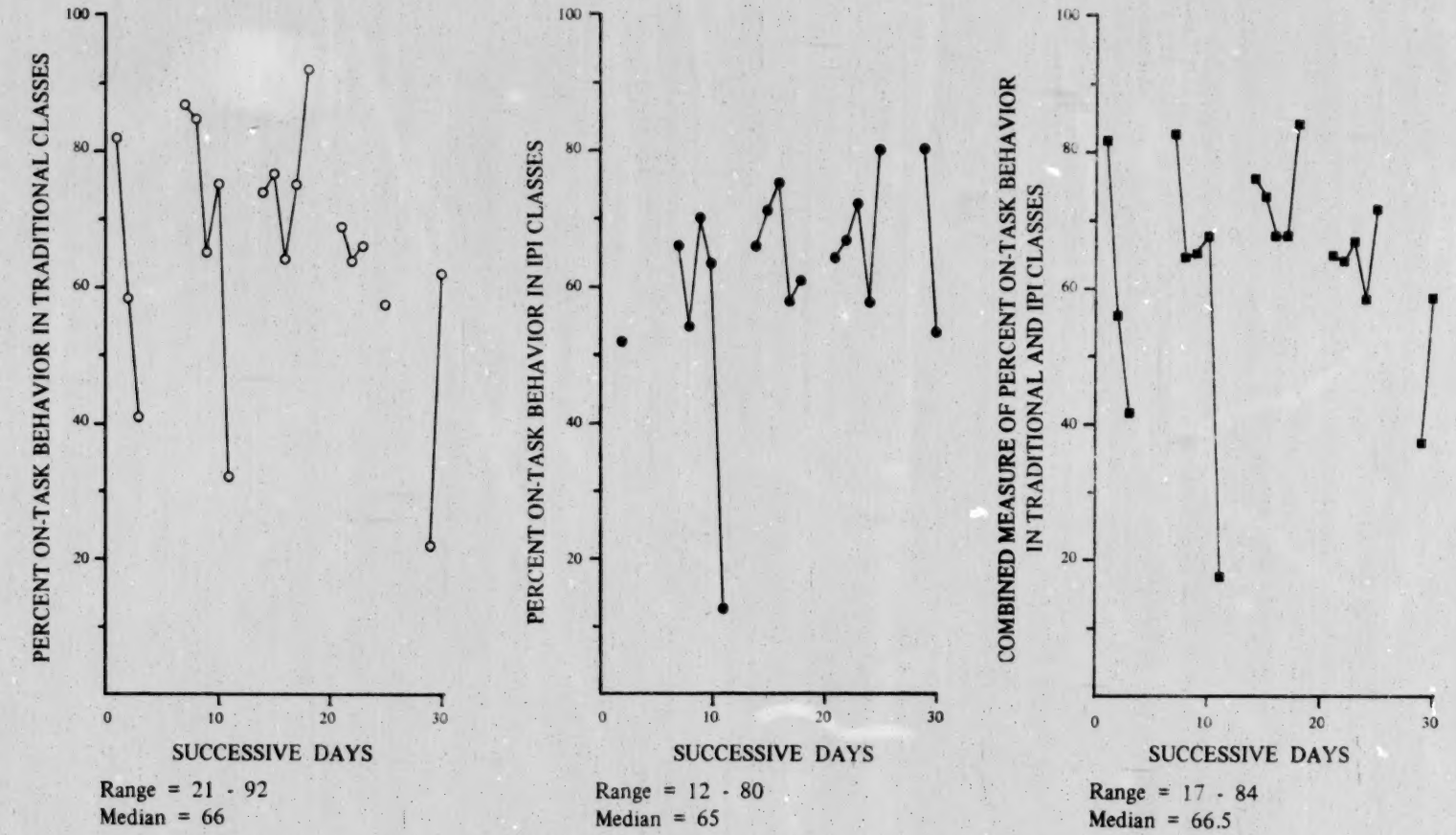
Figure 1 presents the *Teacher On-Task* data for the classrooms in which IPI was in use, the traditional classrooms (non-IPI), and a combination of the two measures. Overall, the percentage of time which the teacher was on-task is quite variable, although somewhat less so in the IPI classrooms. In all observations, the teachers were rated as being engaged in active teaching only 51% of the time.



Note.--Those points representing consecutive days of observation are connected.

Fig. 1. Percentage of time teachers were observed to be on-task.

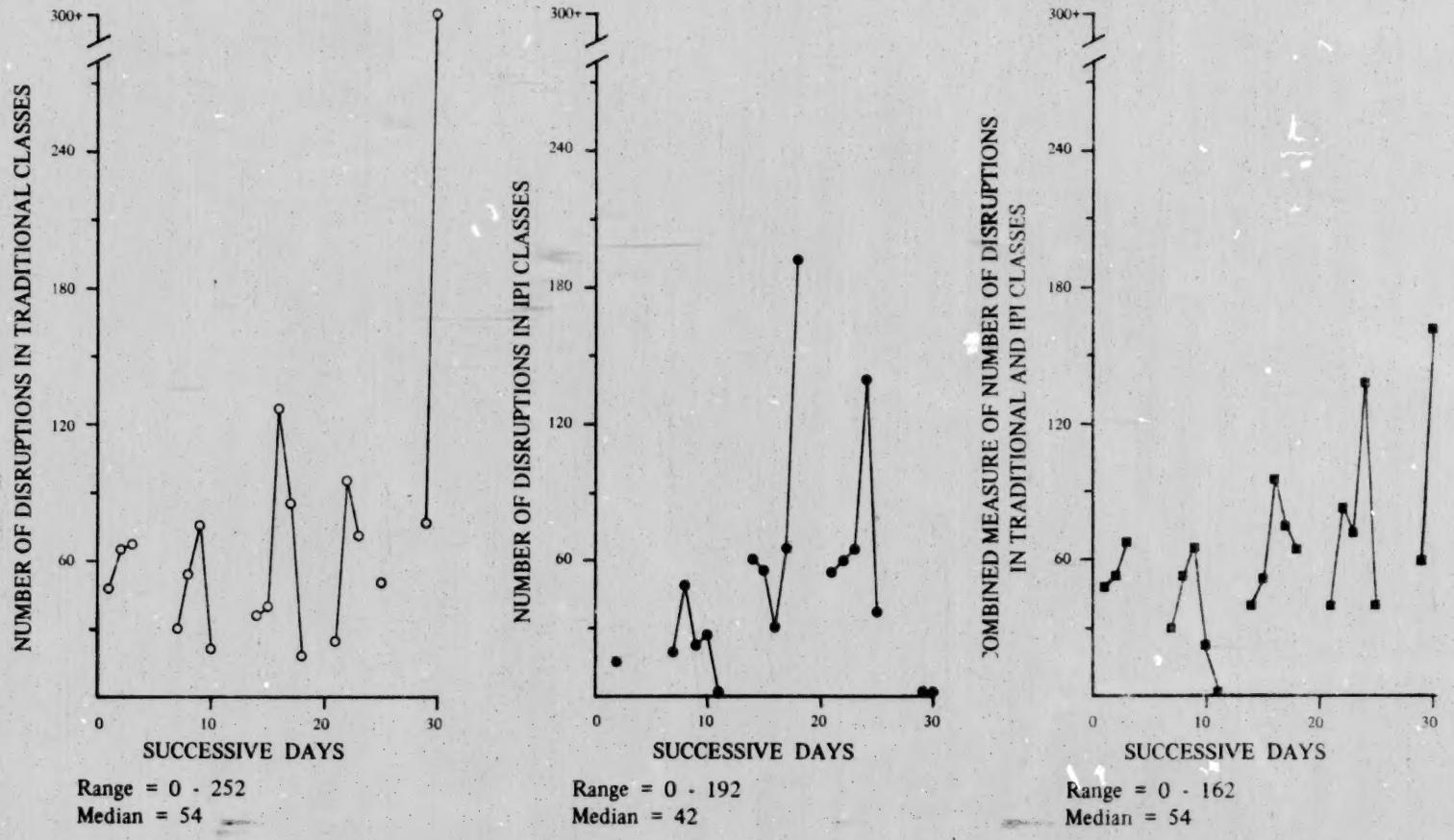
Student On-Task behavior is shown in Figure 2. The classroom data are again divided as to IPI classroom, traditional classroom, or the combination of the two. As in the data on *Teacher On-Task* in Figure 1, the range in percentage of time on-task is slightly less in the IPI classrooms. The students are shown to be on-task significantly more than the teachers ($p < .05$), though far less than is generally considered to be acceptable.



Note.–Those points representing consecutive days of observation are connected.

Fig. 2. Percentage of time students were observed to be on-task.

The third measure, *Student Classroom Disturbances*, is shown in Figure 3, in which the ordinate depicts the number of disruptions one might expect in one hour of class time in an average size classroom (as determined by comparing the number of disturbances and number of observations in one hour in a classroom of ten students). The IPI classrooms were observed to have fewer disturbances, a finding which concurs with the observation that the students spend more time on-task in these classrooms.



Note.--Those points representing consecutive days of observation are connected.

Fig. 3. Number of student classroom disturbances observed.

Three reliability measures were taken each day and inter-rater reliability was consistently over 85%.

These data represent the base measure of the operation of the academic education division of AIS prior to any changes in the program initiated by the EMLC, and, as such, indicate a need for procedures which will promote greater efficiency in the classroom. The percentage of time spent on-task by both students and teachers should be increased and the number of disturbances decreased. One of the EMLC intervention procedures which is presently being implemented is the in-service training program in behavior modification for the teachers, discussed next.

Teacher Training Program

Because behavioral scientists have repeatedly demonstrated that educational goals can be more readily achieved through the systematic application of behavior modification techniques, the EMLC and the AIS academic school administrator consider the in-service training program in behavioral management to have a great potential benefit for the teachers and, ultimately, the students. Emphasis is being placed on acquisition of skills to increase the student's rate of learning and to reduce the number of disturbances in the classroom.

Formal classes for the teachers are conducted three hours each week. Behavioral techniques are discussed in these sessions, while additional time is spent in each teacher's classroom. Here behavior is observed and charted, and, as the teachers become more knowledgeable concerning behavior management, more difficult practical applications will be made. For example, close classroom observation will be made to help the individual teacher increase the number of positive responses given during a class period. A demonstration project is also being planned which will apply token economy procedures to "student work completion" behavior. This project may be expanded to include all students in the academic program.

At present, formal training is expected to continue through mid-August. Technical assistance will then be provided to the AIS academic division staff as needed.

Follow-Up of Discharged AIS Students

The follow-up procedures used to determine the activities of training school releasees are generally unsystematic, at best, and the resultant information is often relatively unenlightening. Usually the follow-up consists of mailing out forms to agencies responsible for the supervision of the released delinquent for a period of time. Agency staff are

requested but not required to fill out the form, a procedure which seldom generates the interest necessary for adequate information input.

The AIS Social Services Department staff were following similar procedures to obtain follow-up information on their releasees by mailing forms to various County Departments of Pensions and Security or Juvenile/Family Court personnel at regular intervals with a request to complete the form and return it by mail. While the director of the Social Services Department indicated that the results of the mailings were generally good (75% to 80% return on the forms mailed at 6 and 12 months postrelease), the data being gathered were difficult to quantify. For example, one question relating to social adjustment was forced-choice: excellent, good, or bad. To effectively assess the postrelease effects of AIS treatment, the EMLC needed more objective criteria and better quantified data.

Together, an EMLC staff member and the Social Services director revised the form to serve AIS purposes while helping the EMLC collect essential data. The revised form has eight sections which deal with subjects ranging from the releasees's social adjustment to his law enforcement encounters. The data will be used to assess current treatment input and projected EMLC input, while pinpointing critical areas in the community in which the EMLC could establish model intervention procedures. The revised forms are color-coded to indicate 6- and 12-month postrelease follow-up. (Appendix C contains copies of the forms.)

The mailing procedure remains the same, with some 6- and 12-month forms being sent out on the first of each month. EMLC staff tabulate and analyze the information on the returned forms for both staffs to use. The first revised forms were mailed April 9, 1973.

Preliminary data analysis of the April and May returns showed that 80% of the 6-month and 64% of the 12-month forms had been returned by June 14, 1973. Academic and vocational training enrollment were low. Only 27% of the 6-month group and 45% of the 12-month had ever been enrolled in an academic program after leaving AIS, while for vocational training the 6- and 12-month figures showed 4% and 6%, respectively, had ever been enrolled. The majority of both groups were also unemployed at the time of the report: 66% of the 6-month releasees and 61% of the 12-month group.

While these data are still preliminary, a sufficient number of returned forms has been processed to indicate that these are substantial trends. It appears that there is critical need for a redirection of efforts in the community to generate an interest in constructive

training and employment. The data also suggest that the present AIS treatment is not effective in terms of readying the students to enter the labor force.

Directions for the Next Period

The present reporting period has been largely used to assess the current treatment program at AIS in order to determine where EMLC input may be best utilized and what forms that input should take. Intervention by the EMLC in any areas other than the in-service training of the academic division teachers was prevented by the reluctance of the interim superintendent of AIS to initiate any major program changes. However, with the recent appointment of a new superintendent (formerly the Alabama Work Release Program Director), the Lab staff is eager to plan and implement a cooperative program which can remedy many of the deficiencies uncovered during the investigations in this reporting period. The possibilities of using new reinforcers and contingency contracting can be explored. The EMLC has already written to 58 publishers asking for complimentary copies of various magazines to be used as reinforcers for the students. The idea of extending MDTA training to 15-year-olds, who are not presently eligible by law, is still being considered, as is a more recent suggestion that AIS institute an after-care program or residential facilities in the community and subcontract the operation of this program to the EMLC. The next reporting period should see an agreement between the AIS and EMLC as to the final shape the EMLC's Mount Meigs Project will take.

TUSCALOOSA PROJECT

A system of behavior management within the confines of an institution approaches only a portion of the problem of youth crime. The ultimate measure of the individual's success occurs not within the controlled atmosphere of the institution, but in the complex environment of the "free world." By extending the concept and practice of behaviorally oriented treatment to the community, the youthful offender on parole from an industrial school or prison can continue to receive the guidance and training he needs to hold a job and maintain socially acceptable behavior. For the offender who is on probation, community treatment is even more vital to prevent his return to criminal activities.

The overall objective of the EMLC's Tuscaloosa Project is to develop and demonstrate a feasible and effective community manpower model for the control and prevention of crime and delinquency, a model which is specifically directed toward filling the needs of the youthful offender on probation or parole. As part of this model, a complete methodology is being developed for diagnostic assessment, intervention and retraining, and follow-up evaluation and validation. This methodology will be based, in large part, on findings from studies conducted by the EMLC at Draper Correctional Center. The subjects for these studies were found to need training in vocational, academic, and social skills areas. Additionally, instruments were developed at Draper which provide the basis for diagnostic assessment and a comprehensive follow-up procedure. It now becomes the task of the EMLC to apply what was learned in the Draper studies to a community approach in the Tuscaloosa Project.

Primary Objectives

The major objectives to be met in developing and demonstrating the community manpower model are as follows:

1. To identify and locate youthful offenders on probation in the community or released or paroled from industrial schools or prisons and to establish a behavioral demography of this target population
2. To develop assessment and diagnostic procedures that will pinpoint behavioral deficits and excesses, particularly in the employment area, and lead to behavioral prescriptions for treatment

3. To develop and implement methods of intervention and retraining in employability skills and other areas of behavioral deficiency to enable the subjects to locate employment and maintain themselves upon their wages
4. To conduct follow-up evaluation and validation of training programs, both ours and others in which the subjects have been involved, in order to provide a basis for developing more effective intervention
5. To establish a cooperative liaison with the University of Alabama by forming an advisory panel made up of those university components which deal with the problems of crime and delinquency (the Department of Psychology, School of Social Work, Law School, Center for Justice and the Behavioral Sciences, etc.)
6. To develop channels for communication, coordination, and cooperation with community agencies, business, and industry through an advisory panel, which will be formed to implement and facilitate job placement, contingency contracting, and other aspects of employment

The net result of attaining these objectives will be a long-range preventive program that obviates the problems of crime and delinquency at their source, ultimately leading to crime reduction and control within the community.

Demographic Study

The EMLC has begun its work on some of the more immediate objectives listed. During this reporting period, an office was set up on the University of Alabama campus and the collection of the demographic data characterizing the youthful offender population in Tuscaloosa County was begun. EMLC staff were given access to confidential information on 60 youthful offenders who had requested a Youthful Offender Motion (YOM).

The YOM, based on the 1971 Federal Youthful Offender Act and the Alabama Youthful Offender Act, allows special treatment for offenders between the ages of 16 and 21 because of their age. A pre-trial investigation provides the information upon which the judge bases his ruling on the request for youthful status. The information in the pre-trial investigation, which covers such things as physical and psychological stability, criminal record, and interaction patterns with family and associates, is part of the official folder on the individual which is removed from the public record if the YOM is granted. It was this information that the EMLC was given access to, on the grounds that the ultimate goal of such access was the rehabilitation and meaningful integration of the youthful offender into his optimal psychosocial environment.

Of the 60 cases examined, 5 were denied youthful status and were tried and sentenced as adults. Two of the 55 offenders who were granted youthful status were denied probation.

Looking at the data collected, 58 of the subjects filing YOMs were male; 45 were white and 13 were black. Of the 2 females, 1 was white and 2 were black. Ages ranged from 16 to 21 years. The median age was 18.04 years, with 72% of the subjects being 18 or older. A high median educational level of 11.5 years of formal education was found. Slightly over one-fifth (22%) had done some college work. Only 34% of the subjects were considered by the authorities involved to belong to the lower socioeconomic class. At the time of their arrest, 75% of the subjects were employed and 15% were unemployed and attending school.

Table 1 shows the criminal charges against the 60 subjects. The total of 65 indicates that some subjects were charged with more than one crime. Nearly two-thirds of the charges are crimes against property, and 31% are drug offenses. It is interesting to note that all subjects with more than one type of charge were denied the YOM.

TABLE 1

Criminal Charges Against Sixty Subjects Filing Youthful Offender Motions

Total Charges = 65

Specific Charge	General Type of Charge			
	Against Property	Against Person	Drugs	Sex
Grand larceny	8			
Receiving and concealing stolen property	1			
Grand larceny and receiving and concealing stolen property	11			
Burglary, second degree	14			
Burglary of an automobile	2			
Forgery	2			
Embezzling	1			
Possession of marijuana			14	
Sale of drugs			3	
Possession and sale of drugs			3	
Robbery		1		
Assault with intent to murder		3		
Carnal knowledge				1
Child abuse		1		
Total	39 (60%)	5 (8%)	20 (31%)	1 (1%)

It was also found that 40% of the subjects had never had any previous contact with law enforcement agents. The median number of previous offenses was .92, with a range from 0-12. The severity ranged from no previous charges to assault with intent to murder.

To summarize the data collected, the typical youthful offender in Tuscaloosa County is 18 years old, white, and from a middle-class home. He is most likely employed and has a 50-50 chance of being in school. The probability is high that he lives at home with both parents and three siblings. The odds that he has a previous criminal record are 50-50. He was probably arrested for a crime against property, with the next most likely charge being a drug offense. If his YOM is granted, he has a very high probability of being placed on probation.

It should be noted, however, that this sample represents only a portion of the youthful offender population. The EMLC will also collect demographic information on youthful offenders from Tuscaloosa County who have been paroled or released from industrial schools and correctional institutions. These subjects will probably be similar to those dealt with in the studies at Draper, e.g., representing the lower socioeconomic class, lacking basic education and vocational skills, having a previous record of juvenile offenses.

The behavioral demography being assembled will aid the EMLC in planning the intervention measures needed. Treatment will be directed to the specific needs of the individual subject, as diagnosed by the procedures described in the following section. For those subjects who have little need for additional basic education instruction, for example, emphasis may instead be placed on developing job participation and satisfaction or social skills. The primary thrust of the intervention will be to return the youth to the labor market, regardless of socioeconomic class, race, or work and educational background.

Assessment and Diagnostic Procedures

To determine behavioral deficits and excesses of the youthful offender with a resultant prescription for treatment, the EMLC is using several behavioral assessment instruments used in the longitudinal follow-up studies at Draper. The Environmental Deprivation Scale (EDS) examines the support the individual receives from his environment for socially acceptable behavior; the Maladaptive Behavior Record (MBR) focuses on his behavioral output. The Weekly Activity Record (WAR) analyzes the way the individual spends his time on a weekly basis. These instruments are being used in the diagnosis of areas in need of treatment as part of an overall systematic evaluation procedure known as Behavioral Evaluation, Assessment, and Diagnosis (BEAD). BEAD centers on current behavioral

functioning, immediate environmental input, and historical antecedents. A position paper on the diagnosis aspect of BEAD has been prepared, providing a guide for data collection which is essentially a comprehensive listing of environmental input and response categories. When the areas in greatest need of intervention are determined, treatment methods can then be devised to meet the specific needs of the youthful offender.

Establishing Advisory Panels

Work was begun in setting up the university and community advisory panels which will provide input to the development of the EMLC's community manpower model. Contacts have been made with the various university departments, community agencies, and industries in Tuscaloosa. Job opportunities for youthful offenders are being explored with personnel department representatives from several businesses, and a mail survey is being conducted concerning the employment practices and policies of the 20 largest businesses and industries in the Tuscaloosa community. Care is being taken to assure that the advisory panels, when formed, will be representative of the many interests operating in the community, thus promoting coordination of the EMLC project with current programs and activities.

'71 Follow-Up Data Analysis

One of the benefits of the Lab's affiliation with the University of Alabama was the provision of computer time. Much of the '71 Follow-Up Study data is being analyzed with the university's computer, including a series of multiple discriminant analyses. This data analysis is facilitated by the fact that many of the staff members largely responsible for its completion are also conducting the Tuscaloosa project.

In addition to the multiple discriminant analyses previously mentioned, individual data on 130 items from the behavioral assessment instruments (EDS, MBR, and WAR) and the Interview Guide are being subjected to factor analysis. Preliminary outcomes may be interpreted overall as indicating that the EDS, MBR, and WAR are highly predictive of law encounter status on the Law Encounter Severity Scale (LESS) developed by the Lab. This analysis should be completed during the next reporting period.

The final report on the '71 Follow-Up will be issued as a series of three monographs. One of these, *Hypotheses-Generating Studies Emerging from the 1971 Longitudinal Follow-Up of Prison Releasess*, has been drafted. It describes ten exploratory studies which were offshoots of the major follow-up investigation, including "Residential Mobility of

the Ex-felon," "Pocket Money and the Ex-felon," and "Prediction of Postrelease Success of Inmate Participants in a Token Economy." Drafts of the other two monographs are expected to be completed in the next reporting period. (See also "Products in Progress" in the Utilization section of this report.)

Plans for the Next Period

The Tuscaloosa project will continue working toward its several objectives in the development and implementation of the community manpower model for the youthful offender. Efforts will be made to tailor treatment regimens to the particular type of offender population, as determined by the demographic study, and to the individual's needs, as determined by BEAD procedures. Staff members will also contact additional community agencies, programs, and industries in the process of establishing communication channels and setting up the community advisory panel. Members will be selected to serve on the university advisory panel as well.

WORK RELEASE EVALUATION

Work release programs in state corrections are relatively recent for most states and reflect the growing concern with the gradual reintegration of the convicted offender into the community. From the standpoint of cost effectiveness, they appear to work well. Work releasees generally pay a certain portion of their wages to the correctional system for room and board. In addition, since the rate of abscondance is quite low, there is very little problem with security. However, when viewed in terms of their relationship to the offender's successful postrelease adjustment, work release programs have little data to demonstrate effectiveness one way or the other.

The EMLC was afforded the unique opportunity to conduct an evaluation of Alabama's work release program after providing assistance in drafting the legislation and planning for the program. The Lab is particularly qualified for this role because of its long experience in evaluating program effectiveness through two longitudinal follow-up studies of the released offender; the instruments and techniques have already been developed and refined. Then, too, the close physical proximity of the EMLC's Mount Meigs site to Montgomery, one of the major urban areas in which released offenders settle and a city in which many jobs are available to work releasees, makes the Lab's evaluation of the program even more feasible.

Assessments of work release to date have been concerned with such things as dollars earned by the participants while in the program, rates of abscondance, rates of recidivism, rates of failure to complete programs, and staff and inmate "perceptions" of work release. While this is useful information, the methods used to gather this data are often open to question.

The immediate result of the EMLC's work release evaluation will be the application of the Lab's already developed follow-up procedures to the development of a definitive, objective, and systematic method of data collection and analysis for utilization in an ongoing correctional program. In other words, in some respects the evaluation will serve two purposes at once–it will utilize and add to what is already known by the Lab and also offer a real service to this and other work release programs. More specifically, the long-range outcome of the evaluation will be two-fold. First, the data from the evaluation can be fed back into the Alabama work release program to improve its operation by indicating needed intervention, e.g., counseling and vocational training and changes in selection

criteria, and by providing an overall assessment of the effectiveness of the program as a treatment regimen. Secondly, the model for assessment which is developed by the EMLC will be available for adoption by other work release programs at the local, state, and federal level in other parts of the nation.

The primary advantage of adopting the Lab's model is that it will provide more objective, quantifiable data for program assessment and planning. The EMLC study goes further than merely accounting for the amount of money earned by the releasee. It will determine the long-range persisting effects of the work release program on the postrelease behavior patterns of its participants. Once the evaluation model has been established, the EMLC will eventually phase out its active involvement, with the ongoing program perhaps being continued by the Alabama Board of Corrections.

Research Design

The major groups in the evaluation study are being compared in terms of longitudinal postrelease performance. By the time the study is completed, there will be about 65 subjects in each of the following groups:

Group A. This group is composed of subjects who have met the selection criteria for work release, who have participated in the work release program for 60 days or longer, and who have located within a 25-mile radius of Montgomery when released or paroled.

Group B. The subjects in this group have also met the selection criteria of the program, but they have not participated. They are subjects upon whom data were collected as part of the EMLC's '71 Follow-Up Study.

Group C. These subjects did not meet the selection criteria for participation in the work release program. As in Group B, they were also subjects in the '71 Follow-Up Study.

Group D. This is actually an intragroup comparison of those subjects in Groups A, B, and C who received some form of institutional training and those who did not.

Because the Alabama work release program is also extended to women, some subjects in Group A will be women. However, since the proportion of women to men in the correctional system and the program is small, a maximum of 10-30 women can be expected to be included, depending upon their release dates. If enough women can be included to warrant data analysis based on sex, this will be considered along with other factors.

Phase I

The first phase of the evaluation will cover a 12-month period. The first two months (March-April, 1973) were devoted to revision of instruments for follow-up and to fortifying the methodology. The next seven months (one month of which has already elapsed) is the period of data collection on the subjects, with some possible minor revision of techniques for follow-up should they prove necessary. The last three months of this phase will be set aside for data analysis and report writing.

All subjects in Group A will be located and will receive a prerelease interview designed to collect primarily demographic data, e.g., age, education, work history, and criminal record. Because this group is composed of work releasees, subjects will also be asked about the number of jobs they have had while on work release, the amount of money earned, the amount of time spent on work release, what postrelease jobs have been arranged for them, etc. The interview guide used to collect this information is a revised form of the Prerelease Interview Guide used in the EMLC follow-up studies. For those work releasees who have already been released or paroled, this interview will be retroactive. Comparable prerelease information has already been collected on the subjects in Groups B and C.

The postrelease interviews of Group A subjects will be conducted at three to six months postrelease; some of these will also be retroactive. Four instruments from the EMLC follow-up studies are being used: the Postrelease Interview Guide (IG), the Environmental Deprivation Scale (EDS), the Maladaptive Behavior Record (MBR), and the Weekly Activity Record (WAR). The IG structures data collection for details of occupation, social and antisocial behavior, law violations, and other aspects of daily activity. It has been slightly revised from the form used in the follow-up studies. The EDS examines environmental input in such areas as employment, residence, club activities, hobbies, and interpersonal activities. Maladaptive (socially unacceptable) behaviors such as use of drugs or fighting are recorded by the MBR. The WAR obtains information about the way the subject spends his time, e.g., items on sleeping, grooming, working, and eating. The IG, EDS, MBR, and WAR data have already been collected for Groups B and C.

Additionally, information relating specifically to work release will be gathered. This includes information the work release director is particularly interested in, such as the subject's opinion of the program and any suggestions for change. The subject is also asked other questions related to his working behavior, for instance, whether he has continued to hold the job he had while on work release.

As of June 30, 1973, 7 prerelease and 5 postrelease interviews had been given. The projected interview schedule is as follows:

Month	Interview	
	Prerelease	Postrelease
July	4	14
August	22	14
September	12	12
October	–	12
November	–	8

Final data collection, a check on criminal records, and data analysis are planned for November and December. Special emphasis will be placed on the analysis of "failure" cases, individuals who were removed from the work release program or participants who were unsuccessful after their release to the community, e.g., could not hold a job or recidivated. This investigation may yield information basic to selection and intervention. The report on Phase I of the evaluation will be prepared by February, 1974.

Analysis of Selection Criteria

In addition to the primary evaluation concern with the effect of the work release program on postrelease behavior, an analysis of the criteria used to select program participants will be done in order to arrive at an objective listing of these. The work release director has prepared a list of the criteria, which includes such items as custody consideration (minimum status is required), length of time remaining on sentence (12 months or less), criminal history, and evidence of institutional adjustment and efforts toward improvement. A preliminary paper comparing the stated criteria for selecting the subjects in Group B (those who would have been selected for participation, as judged by the work release director) and Group C (those who would not have been selected) has been prepared to determine if other, more subtle considerations are operating in addition to the stated criteria. This analysis will be useful in arriving at a standard set of objective selection criteria which can then be adopted by other work release programs.

Additional Phases

The projected second and third phases of the work release evaluation are contingent upon additional funding in EMLC Phase V or through LEAA. The second phase will

increase the size of the earlier Phase I geographical study area from a 25-mile radius of Montgomery to a 50-mile radius of Montgomery and Birmingham, another major urban area in which releasees settle. The increased area will also increase the number of subjects in the study. Consequently, the follow-up period will be extended to include a 12-15 month postrelease interview for all subjects in both Phases I and II. The projected third phase would be a follow-up of work releasees over the entire state, providing additional and more comprehensive feedback to the work release program.

UTILIZATION

Because utilization is one of the major responsibilities of the Lab, considerable effort is expended to disseminate study findings and techniques in a variety of forms which would encourage utilization by correctional and manpower-oriented programs. This dissemination takes two primary forms: (1) presentations at conferences and professional meetings and (2) distribution of written materials which range from technical reports with comprehensive data presentation and analysis to "how-to" manuals for line staff and trainers. Publication of book chapters and journal articles is also an important means of communicating the Lab's studies and findings, while the bimonthly newsletter, *Pacesetter*, keeps its nationwide audience apprised of current EMLC developments. Audiovisual presentations are also important dissemination tools, both on- and off-site.

The Lab's research orientation has resulted in increasingly sophisticated data collection, analysis, and presentation. At the same time, practical application has remained a major concern, as reflected by such products as the Individually Prescribed Instructional (IPI) System and the workshops held in connection with it. The Individualized Reading Instructional System (IRIS), the Correctional Officer Training Package, and the Behavioral Interview Guide (BIG) are also representative of the products designed for immediate utilization which have resulted from the Lab's research.

Products Completed

Correctional Officer Training Final Report

This report, entitled *Correctional Officer Training in Behavior Modification: Final Report (1970-72)*, presents the findings from the EMLC's three-year project in training correctional officers to function as behavior change agents. The methodology, assessment procedures, and results are described. Two major findings emerged: (1) correctional officers can employ behavior modification techniques and principles learned in training to on-the-job situations and (2) training can be conducted by means of self-instructional booklets. The appendix material includes supplementary data, forms used in training, and a sample of the practicum exercises which the officers completed.

Correctional Officer Training Booklets

The first 10 booklets of this 20-booklet series were used in the cycle of training completed in Phase III of the Lab, and, on the basis of that tryout, it was decided to

revise the training package before disseminating it on a large scale. Revisions have primarily taken the form of condensing subject matter presentation and using new examples to illustrate key points, rather than actually changing the content of the booklets. The revised package will consist of 17 self-instructional, illustrated booklets and a trainer's manual. Two of the revised booklets were printed during this reporting period. (See also Products in Progress.)

Behavior Modification Book Chapter

A draft of "Principles of Behavior Modification Applied to Corrections" was completed by Drs. John McKee and Michael Milan. This chapter will be included in *Handbook of Criminology*, edited by Dr. Daniel Glaser and scheduled for publication by Rand McNally & Company. The EMLC's token economy and correctional officer training projects at Draper Correctional Center are described in the chapter.

Revised Publications List

The annotated *RRF Publications List* was revised to include the most recent papers and reports and to reflect the increased cost of printing and mailing the publications. Plans are to reprint the revised list in a smaller format during the next reporting period, but the present larger format will continue to be used until then. Response to the publications list continues to be good, as reflected by the number of orders placed from it.

RRF Publication Announcements

Three one-page information sheets were prepared to announce publications which are, or will be shortly, available from the RRF. The announcements described the Individualized Reading Instructional System (IRIS), the battery of behavioral assessment instruments used in the EMLC follow-up studies, and the Correctional Officer Training Package. The information was presented in summary form and illustrated with a photograph. The Lab plans to use these and additional announcements as conference handouts and replies to inquiries about the publications.

Products in Progress

Correctional Officer Training Package

The third revised booklet is ready to be printed the first week in July, and eight other revised booklets are now in draft form. The package is expected to be completed by August 31, 1973. Response to reports on the training package in *Pacesetter* and other

EMLC publications has been impressive. Numerous agencies and correctional institutions have been placed on waiting lists to receive the package, and orders continue to come in.

Individualized Reading Instructional System (IRIS)

IRIS, formerly the *Individualized Reading System for Adults*, is a graduated system of six self-paced tracks designed to teach reading to students who have varying degrees of reading proficiency. The grade level range covered is from 0.0 (total illiteracy) to 7.0 and above. IRIS was tried out with inmates at Draper Correctional Center in EMLC Phase III. All students made significant grade gains in both reading vocabulary and comprehension.

On the basis of that tryout, all six tracks of IRIS have been revised to promote more efficient learning. The revised draft of the reading system, with a purchasing guide for materials and equipment, is now ready for editing. IRIS will be available for distribution August 7, 1973, prior to a series of workshops planned for that month.

Individually Prescribed Instructional (IPI) System Revisions

Because the modules used in the IPI System are taken from existing texts, the possibility always exists that one or more of these texts may not be reprinted or may be significantly revised. This then necessitates revisions in the IPI System itself. At present, certain language modules must be replaced since the text from which they were taken is no longer available. A target date for completion of the revisions has not yet been set.

1971 Follow-Up Report

A three-part report on the results of the EMLC's second longitudinal follow-up study of the released offender is presently being drafted. The first monograph, *The Analysis and Prediction of Criminal Behavior*, discusses the follow-up instruments in regard to their prediction of law encounters, law violations, and recidivism. The second monograph, *The Longitudinal Follow-Up Assessment of Prison Releasees and Parolees*, is concerned with the overall outcomes of the '71 Follow-Up, with particular reference to multivariate computer analyses. A preliminary draft of the third monograph, *Hypotheses-Generating Studies Emerging from the 1971 Longitudinal Follow-Up of Prison Releasees*, has been prepared. This monograph contains ten exploratory studies that were offshoots of the major follow-up investigation; e.g., one deals with the relationship of the amount of pocket

money released offenders carry to their law encounters. Drafts of the first two monographs are expected in the next reporting period.

Token Economy Technical (Final) Report

This report covers the two cycles of the EMLC's Ecological Experiment in Corrections, in which a token economy was established in one cellblock of Draper Correctional Center, the first use of the token economy in adult corrections. Subject selection, target behaviors, and behavior management procedures are described in detail. The major finding was that the token economy proved a successful alternative to the use of aversive control procedures to manage a correctional institution. This finding implies that greater effort should be made to integrate custody and treatment functions in the institution by adopting the behavioral model. A preliminary draft of the report has been written.

Behavioral Interview Guide (BIG)

The behavioral interview used by the EMLC in its longitudinal follow-up studies is not adequately described in the literature available to those who may want to use this technique in their programs. To fill this perceived need, a short guide containing practical suggestions and interview excerpts has been drafted. The BIG will be printed in the next reporting period.

Maladaptive Behavior Record (MBR) Manual

The MBR is one of the major behavioral assessment instruments developed by the EMLC and used in the longitudinal follow-up studies. The instrument assesses a man's behavioral output in terms of whether it is adaptive (socially acceptable). Follow-up study data have shown the MBR to be highly predictive of recidivism. The manual is intended as a "how-to" for using the instrument. A preliminary draft has been prepared, but a target date for completion has not yet been set.

Law Encounter Severity Scale (LESS)

A draft has been prepared which describes the development and content of the LESS, the criterion used to define the degree of an ex-offender's success or failure in the "free world." The LESS is a scale, a series of 38 points, or categories, distributed according to order of severity along the law encounter continuum. The severity continuum ranges from no law encounters, at the least severe end, to searches, to being picked up by the police, to actual arrests, and to felony conviction(s) with life sentencing, at the most severe end of the scale. The points on the continuum were derived from analysis of EMLC follow-up data.

The LESS is particularly useful in that it provides a way to measure postrelease adjustment and to communicate project results in more precise terms than merely "recidivist" or "non-recidivist." Also, because it defines criminal behavior in terms of actual involvement with the criminal justice system, the LESS relates directly to most correctional program and project goals–the reduction of crime.

The paper is expected to be available by the end of July, 1973.

Behavioral Observation Index (BOI) Technical Report

This paper, entitled *A Method of Measuring Officer Behavior toward Prison Inmates*, describes the development and use of an instrument designed to objectively measure the kinds of interaction correctional officers have with inmates. The BOI is one of the instruments used to evaluate the EMLC's Correctional Officer Training Project. It considers such things as whether the officer initiated the interaction, the number of inmates involved, and whether the communication was of a personal or business nature. The report presents the BOI as a possible model to be used in evaluating the effectiveness of staff training programs similar to the EMLC's project. A draft has been prepared; printing is scheduled for October, 1973.

Correctional Surveys

Four correctional survey questionnaires were distributed in Phase III of the EMLC to the 50 state correctional systems, to Guam, Puerto Rico, the Virgin Islands, the Canal Zone, and to the District of Columbia and New York City Department of Corrections. The questionnaires dealt with (1) the use of behavior modification in adult corrections, (2) study release programs for adult felons, (3) the employment of ex-offenders in corrections, and (4) "good time" policies in adult correctional institutions. The results have been tabulated, and a report for each survey is planned in the next period.

Correctional Officer Training Book Chapter

The EMLC has been invited to prepare a chapter to be included in *Training in Behavior Modification*, edited by Dr. Martha Bernal. The book will provide a comprehensive coverage of staff training programs in the United States, particularly those which have a data base. The Lab's chapter will describe the Correctional Officer Training Project conducted at Draper Correctional Center.

'New Directions in Corrections' Article

An updating of Dr. John McKee's keynote address to the 1971 meeting of the Hawaii Corrections Association, "New Directions in Corrections," is being prepared for publication

in *Psychology Today*. The article points out the programs and legislation needed to make corrections truly effective.

Special Utilization Report

A report describing the various methods the EMLC has used to disseminate its products, and the utilization of these products, is being written for submission to the Department of Labor on September 1, 1973. Essentially a "how to," the report will detail the development and increasing importance of the EMLC's utilization effort.

Product Distribution

To further stimulate awareness of and interest in the EMLC's work, announcements of the availability of the annotated *RRF Publications List* were sent to approximately 30 magazines and professional journals, with a request that this announcement be included in a future issue if the publication policy permitted. A sample publications list was also sent, with certain entries noted as being particularly pertinent to the journal's audience. The effects of this dissemination strategy are just beginning to be felt. Additionally, the LEAA newsletter regularly carries announcements of EMLC publications when they specifically relate to the news articles covered.

These, plus other dissemination methods and *Pacesetter* articles, have resulted in numerous orders for publications and information on EMLC programs. During this reporting period, the manual for the use of the Environmental Deprivation Scale and a report describing the Behavioral Observation Index were often requested, reflecting an interest in systematic behavioral assessment. A concern with inmate educational programs was demonstrated by the large number of requests for a paper entitled *Imprisoned Resources–Innovative Techniques in Educating Prison Inmates*. Interest in community programs was also shown by frequent orders for a study called *A Survey of Community Services for the Ex-offender in Montgomery, Alabama*.

Two issues of *Pacesetter*, the EMLC's bimonthly newsletter, were distributed during this period. One issue summarized the EMLC Phase IV proposal; the other issue described the Individualized Reading Instructional System, the Law Encounter Severity Scale, and publications in progress. The *Pacesetter* mailing list now includes 2,063 names.

A total of 1,770 papers and reports were distributed by mail between February 15 and June 30, 1973. This figure does not include the *Pacesetter* mailings. An additional 250 publications, including *Pacesetter*, were given as handouts to visitors. The largest

number of requests came from personnel in the criminal justice field and adult corrections. Requests from educators, professional libraries, and community services (mental health) continued to be frequent, as were requests of a more general nature.

Presentations and Attendance at Professional Meetings

19th Annual Meeting of the Southeastern Psychological Association (SEPA), New Orleans, April 5-7.

Several Lab staff members made presentations dealing with aspects of EMLC work. Dr. Michael Milan presented a paper entitled *An Experimental Analysis of a Token Economy Fiasco: Is Behavior Modification Programmed to Self-destruct within this Decade?* The paper examined an unsucessful token economy procedure designed by the Draper Correctional Center staff to increase production on the institution farm. Coauthors of the paper were: M. Murphy, F. Simkins, R. Williams, and L. Wood.

A three-part presentation concerning the assessment of criminal behavior and the prediction of recidivism was based on the longitudinal follow-up studies conducted by the Lab. Mr. A. D. Witherspoon presented the methodology; Mr. Michael DeVine, the results; and Dr. W. O. Jenkins, the theory. This presentation is available from the EMLC under the title *Mensuration and Maladaptation; The Analysis and Prediction of Deviant (Criminal) Behavior: A Synopsis*. Coauthors are: E. K. deValera, J. B. Muller, and J. M. McKee.

Dr. John McKee was also present at the meeting.

Alabama Psychological Association (aPA), Destin, Florida, April 26-27.

Drs. W. O. Jenkins and John McKee attended this meeting, which is held primarily for the purpose of student paper presentation.

20th National Institute on Crime and Delinquency (NICD), New Orleans, June 17-20.

Dr. John McKee and Mr. Robert Smith were exhibitors at an information booth shared with the Alabama Board of Corrections. Various EMLC products were exhibited, along with the newly revised RRF publications list and the RRF publication announcements.

Volunteers in Probation Invitation Declined

Mr. Robert Smith and Dr. Michael Milan were invited to be key discussion leaders at the October national conference of Volunteers in Probation, a division of the National Council on Crime and Delinquency. The invitation was declined due to lack of funds available for such participation.

Conferences, Seminars, and Workshops

- The EMLC has continued its participation in the Department of Labor's efforts to set up a Regional Utilization Network (RUN). The Lab's utilization coordinator, Mr. Charles Petko, attended a RUN conference in Atlanta on March 13. This was a planning meeting to consider more effective ways to develop linkage between R&D projects and the regional agencies.
- Dr. John McKee spoke on "Rehabilitating the Public Offender" at the Jefferson County (Alabama) Vocational Evaluation and Work Adjustment Association Forum on March 28 in Birmingham.
- The Sixth Annual Behavior Modification Institute was held April 16-18 in Tuscaloosa, Alabama. Drs. John McKee and Michael Milan were the discussion leaders in a workshop entitled "Behavior Modification and Contingency Contracting." Four members of the EMLC's Tuscaloosa staff also attended.
- Mr. John Phillips, EMLC administrative assistant, attended a conference on behavioral counseling presented by the Huntsville Mental Health Center in Huntsville, Alabama, on May 1-2.
- Dr. John McKee was the speaker at the Fayette (Alabama) Mental Health Association meeting in Fayette on May 10. His topic was "New Directions in Corrections."
- Drs. John McKee and Michael Milan attended the Delinquency Prevention Workshop presented by the Montgomery Area Mental Health Authority on May 17, 18, and 31. The workshop, held at Huntingdon College, focused on delinquency prevention as a community concern. Dr. Milan was a recorder at the workshop.
- Dr. John McKee spoke on "Basic Issues and Problems of Corrections" shared by state departments of Vocational Rehabilitation and correctional programs. The workshop, sponsored by the Rehabilitation Institute of Southern Illinois University, was held in Chicago June 5-7. His talk included the medical model of establishing eligibility due to behavior disorder, the need for objective criteria and measurable objectives, the importance of vocational rehabilitation staff training, and the necessity for cooperation between treatment and custody staff.

Technical Consultation

- Dr. Michael Milan consulted with the Ridgecrest Children's Center in Tuscaloosa, Alabama. Dr. Milan was asked to evaluate the center's juvenile rehabilitation program.

- Dr. Milan was also asked to evaluate the Federal Bureau of Prisons' Special Treatment and Rehabilitation Training (START) program at the Medical Center in Springfield, Missouri.
- Dr. Milan served as a consultant to the Alabama Department of Mental Health, working with the Montgomery Steering Committee for Group Homes for Dependent, Delinquent Children.
- On site consultation was provided to two staff members of the Eufaula (Alabama) Adjustment Center. Ms. Norma Brewer and Mr. Paul Cayton furnished them with the list of materials necessary to set up a reading laboratory for the Individualized Reading Instructional System.
- A member of the Birmingham (Alabama) Skill Center visited the Lab for consultation relating to a social skills program. Ms. Brewer and Mr. Cayton provided the information available, although the Lab does not have such a program in operation now.
- Mr. Robert Smith has accepted a consultant position with the Auburn University corrections project, entitled the LEPA In-service Training and Higher Education Project. Mr. Smith will consult in the area of correctional officer training, based on his experience as director of the EMLC's training project.

Other Utilization Efforts and Directions

University Teaching and Addresses

EMLC staff members have continued their university involvement from the previous phase of the Lab. Part of this involvement consists of classroom teaching on a part-time basis. Dr. Michael Milan taught a course in Behavior Pathology at the Montgomery campus of Auburn University (AUM), while Mr. Robert Smith taught a sociology course there in Juvenile Delinquency. Mr. Smith is presently teaching Penology at AUM. Mr. A. D. Witherspoon is teaching a course in Introductory Psychology at AUM this quarter. Experiences of the EMLC are used to illustrate many of the lectures.

Additionally, Dr. John McKee has been invited to speak to psychology classes at AUM. He discussed aggressive behavior with one class and presented the Lab's work release employee, Ms. Farris Lawrence, to another class. The future of Alabama corrections was outlined in terms of the Lab's findings, while Ms. Lawrence spoke about the present correctional practices.

On a more informal basis, the affiliation of the RRF with the University of Alabama has resulted in Dr. W. O. Jenkins' interaction with students enrolled in the psychology

department's Center for Justice and the Behavioral Sciences. In addition to thesis and dissertation counseling and advising, he presents informal seminars on theory and methodology in the study of human behavior.

Civic Presentations and Involvement

Staff members are often asked to speak at meetings of various civic groups, including church groups, Junior League, and men's clubs. Dr. John McKee, Mr. Robert Smith, and Mr. A. D. Witherspoon had such speaking engagements during this reporting period, discussing the Lab's work and correctional practices. These presentations are a valuable means of building community awareness of the EMLC's studies and support for needed changes in corrections.

The Lab's director also serves on the Montgomery Manpower Planning Council and is a member of the Montgomery Mental Health Authority's professional advisory committee and the Advisory Committee to the City and County (Montgomery) Correctional System. His civic involvement provides opportunities to use Lab findings in planning area programs.

College Corps

The College Corps program provides students with useful on-the-job experiences in corrections while supplementing the EMLC's staff. During the present reporting period, four undergraduates and one graduate student were assigned by the University of Alabama to the EMLC's Tuscaloosa Project. All are enrolled in the criminal justice program of the university. These students are receiving an orientation to the areas of criminal behavior, manpower problems, and employability skills development, as well as learning to use the EMLC's battery of predictive instruments.

At Mount Meigs, three undergraduate students from Auburn University at Montgomery (AUM) conducted independent study projects at the EMLC's site. Two were sociology majors; the third was a psychology major. Their activities included behavioral observation in the AIS classrooms and data tabulation. A fourth AUM undergraduate, a psychology major, has been assigned to assist with the work release evaluation. He has been trained in the use of the follow-up instruments and behavioral interviewing.

Police Academy Presentation

A three-hour presentation was made by Dr. W. O. Jenkins to 30 trainees of the Birmingham-Tuscaloosa State Police Academy in Tuscaloosa. Dr. Jenkins discussed the purpose, methods, and findings of the EMLC.

University Addresses

Dr. W. O. Jenkins was invited to give two addresses for the bicentennial observation held at Dickenson College in Carlisle, Pennsylvania, on April 3-4. He discussed the problems of human behavior with reference to corrections.

Legislation Drafted

Dr. John McKee, a member of the Alabama Youth Council, worked on the drafting of legislation to establish a Department of Youth Services. The final draft was completed March 21.

Investigation Committee Testimony

Three EMLC staff members testified during the Civil Rights Commission's investigation of prisoner rights on March 2 in Montgomery. Dr. John McKee, Mrs. Hazel Gregory, and Mr. Robert Williams testified on the basis of the Lab's experiences at Draper Correctional Center and their own interaction there with inmate students and workers.

Television Appearances

Dr. John McKee has made two appearances on local television shows to discuss the work of the EMLC in corrections, juvenile delinquency, and the Lab's program at AIS. These appearances are important in bringing the Lab's work to the public eye and creating an awareness of nationwide problems on the local level.

Journal Article Publication

The May, 1973, issue of *Criminology* contains an article entitled "The Home Furlough Policies of American Correctional Agencies," written by Mr. Robert Smith and Dr. Michael Milan. The article presents the results of a survey conducted by these EMLC staff members.

Visitors

Because the EMLC moved to its new sites in Tuscaloosa and Mount Meigs during this reporting period and actual programs were just beginning to operate, few visitors were received. Those who did come were given a tour of the respective site and an orientation to the work of the EMLC. Out-of-state visitors came from Tennessee and Georgia; two foreign visitors came from Australia.

The Tennessee visitors, Ms. Shelbie Sullivan and four staff members, represented the Davidson County (Nashville) sheriff's office, and received an orientation to the IPI System, IRIS, the follow-up instruments and methodology, the EMLC's use of behavior modification techniques and correctional officer training, and the Alabama work release program. Mr.

Joel Barnard, the assistant superintendent of the Georgia Industrial Institute under the Department of Offender Rehabilitation, visited the Mount Meigs site to learn more about the Lab's application of behavior modification to adult corrections.

The visit from the Australians, Mr. and Mrs. Robert Sanson-Fisher, is also of special note. Mr. Sanson-Fisher is the clinical psychologist/superintendent at NYANDI, a residential facility for "problem" female juveniles. He and his wife are traveling through the United States and Europe on a Churchill Fellowship to get a firsthand look at correctional institutions and treatment programs, both for juveniles and adults. The EMLC conducted their orientation to the work completed at Draper Correctional Center and the new program at Mount Meigs. They also received a tour of Draper and the Alabama Prerelease Center.

Additional visitors and community agency representatives received an orientation and tour of the Mount Meigs and Tuscaloosa sites of the EMLC.

Plans for the Next Period

In addition to the work planned on the products in progress, indicated earlier, the development of a new series of audiovisual presentations is being discussed. These presentations would show the new directions the Lab is taking in Phase IV and would most likely take the form of tape-slide shows. Such presentations have been very popular in the past at conferences, professional meetings, workshops, and speeches to civic groups, as well as in orientation of visitors.

Additional *EMLC Findings Sheets* and *Briefs*, one-page information sheets, are also being considered. These have proven to be useful dissemination pieces. One of the major *Findings Sheets* being discussed will deal with the Correctional Officer Training Project.

SUMMARY

During the first reporting period in Phase IV of the EMLC, work was begun toward meeting the objectives of the various projects and, in some cases, determining the form such efforts should take. Highlights of the progress made follow.

Mount Meigs Project

The initial investigations of the feasibility of developing the proposed school-wide behavioral management model were begun. These included an opinion survey of AIS staff and students to discover their respective attitudes toward treatment and custody and to assess the current treatment programming. It was found that both staff and students are receptive to the idea of positively oriented treatment. The existing advancement system for students was examined. Although it is designed as a performance-contingent release program, in actual operation it is essentially a meaningless rating system.

Classroom observations of classroom disturbances and the on-task behavior of both students and teachers were also made in the academic classrooms. The results indicate a need for procedures which will promote greater efficiency in the classroom. A series of in-service training classes was begun in which the teachers will learn methods to use in applying behavior modification to their classrooms.

Finally, EMLC staff worked with the AIS Social Services Department members to revise the follow-up forms for discharged students. The new forms are more behaviorally oriented and should provide feedback pertinent to program evaluation and community intervention planning.

Tuscaloosa Project

The Lab has begun work on some of the more immediate objectives to be met in developing and demonstrating the community manpower model. Demographic data were collected which characterize the youthful offender population in Tuscaloosa County. The information was obtained through access to pre-trial investigation records. An overall systematic evaluation known as Behavioral Evaluation, Assessment, and Diagnosis (BEAD) has been developed to determine the behavioral deficits and excesses of the youthful offender with a resultant prescription for treatment. The diagnosis provided by the BEAD, with the results of the demographic study, will aid the EMLC in planning the intervention measures needed.

To begin setting up the university and community advisory panels, EMLC staff made contact with the various university departments, community agencies, and businesses and industries in Tuscaloosa. The panels will provide input to the development of the community manpower model.

The University of Alabama's computer is being used in the completion of the analysis of the 1971 Follow-Up Study data.

Work Release Evaluation

Data collection has begun on those work release program participants who will soon be released and those who have been released or paroled for three to six months. This collection is expected to continue into November, 1973, with the total number of work release subjects being about 65. Data have already been gathered on the comparison groups. Additionally, the selection criteria for work release participation are being analyzed to arrive at an objective listing of these.

Utilization

Dissemination efforts during this reporting period emphasized product preparation and distribution and presentations made to professional meetings and civic organizations. The *Correctional Officer Training Final Report*, the revised *RRF Publications List*, a series of *RRF Publication Announcements*, and a book chapter were completed. Also of special interest is the progress made on the revised Correctional Officer Training Package and the Individualized Reading Instructional System, both of which will be available in August. Several additional products are scheduled for completion during the next reporting period.

APPENDIXES

APPENDIX A

Opinion Survey Form

EXPERIMENTAL MANPOWER LABORATORY FOR CORRECTIONS

operated by

REHABILITATION RESEARCH FOUNDATION

DIRECTIONS: Read each statement carefully and indicate by checking the appropriate space whether you disagree, slightly disagree, are not sure, slightly agree, or agree.

Date:_____
Interviewer:_____
Location:_____
1._____
2._____
3._____

1. I think we should try allowing students to receive extra privileges and material goods as rewards for good work on their vocational assignments.

disagree	slightly disagree	not sure	slightly agree	agree

2. I think we should try allowing students to receive extra privileges and material goods as rewards for good work on their school assignments.

disagree	slightly disagree	not sure	slightly agree	agree

3. I think students should be rewarded when they behave well and keep out of trouble.

disagree	slightly disagree	not sure	slightly agree	agree

4. I think rewarding students for doing their work and rehabilitation assignments is coddling them.

disagree	slightly disagree	not sure	slightly agree	agree

5. I think students will lose respect for authority if they get rewards for doing what they are supposed to do.

disagree	slightly disagree	not sure	slightly agree	agree

6. Vocational and academic training will help keep students out of trouble once they are released.

disagree	slightly disagree	not sure	slightly agree	agree

7. Once a student completes his vocational course he should be released immediately since that is what he is at AIS for.

disagree	slightly disagree	not sure	slightly agree	agree

Date printed-RRF-2-23-73

8. Academic training is as important as vocational training in keeping students straight once they are released.

disagree	slightly disagree	not sure	slightly agree	agree

9. The best way to rehabilitate a person is to punish him severely each time he commits a crime in the "free world."

disagree	slightly disagree	not sure	slightly agree	agree

10. We still have trouble with students in AIS because they get off too easy when caught breaking the rules.

disagree	slightly disagree	not sure	slightly agree	agree

11. If a student keeps on breaking the rules even though he is caught and punished, something besides punishment should be tried.

disagree	slightly disagree	not sure	slightly agree	agree

12. Hard punishment does not rehabilitate, it just makes students more resentful and dangerous.

disagree	slightly disagree	not sure	slightly agree	agree

13. The academic training presently being given to students helps them become rehabilitated.

disagree	slightly disagree	not sure	slightly agree	agree

14. The vocational training presently being given to the students helps them become rehabilitated.

disagree	slightly disagree	not sure	slightly agree	agree

15. If students earned time off their stay for good behavior, it should be taken away for bad behavior.

disagree	slightly disagree	not sure	slightly agree	agree

16. Most of the students here would not care about time off their stay because they know when they will leave anyhow.

disagree	slightly disagree	not sure	slightly agree	agree

17. Rehabilitating students is a useless idea because most students are just plain "sorry."

disagree	slightly disagree	not sure	slightly agree	agree

18. AIS students are basically people like anybody else except they have gotten into trouble with the law.

disagree	slightly disagree	not sure	slightly agree	agree

19. Most students do not really want school or trade training.

disagree	slightly disagree	not sure	slightly agree	agree

20. Most students will return to illegal activities again once they are released.

disagree	slightly disagree	not sure	slightly agree	agree

21. Students respect only brute force.

disagree	slightly disagree	not sure	slightly agree	agree

22. I think of most students as the children of my friends.

disagree	slightly disagree	not sure	slightly agree	agree

23. I cannot trust a student to tell the truth.

disagree	slightly disagree	not sure	slightly agree	agree

24. Very few students take pride in the work they do.

disagree	slightly disagree	not sure	slightly agree	agree

25. Most of the AIS staff is truly interested in helping students rehabilitate themselves.

disagree	slightly disagree	not sure	slightly agree	agree

26. The AIS does not employ staff who enjoy hurting or punishing students.

disagree	slightly disagree	not sure	slightly agree	agree

27. I think of most of the AIS staff as friends.

disagree	slightly disagree	not sure	slightly agree	agree

28. Some of the AIS staff enjoy punishing students.

disagree	slightly disagree	not sure	slightly agree	agree

29. Whatever else is said about the AIS staff, I believe they are always fair in their dealings with students.

disagree	slightly disagree	not sure	slightly agree	agree

30. The AIS staff would like to have more self-improvement or advancement courses offered for them to take.

disagree	slightly disagree	not sure	slightly agree	agree

31. The Superintendent almost always knows as much about what is happening in the training school as anyone else.

disagree	slightly disagree	not sure	slightly agree	agree

32. The Superintendent and Assistant Superintendent always accept anything the staff says as the truth.

disagree	slightly disagree	not sure	slightly agree	agree

33. The Superintendent should "back up" his staff no matter what happens.

disagree	slightly disagree	not sure	slightly agree	agree

34. The Superintendent makes all the rules for the training school.

disagree	slightly disagree	not sure	slightly agree	agree

35. The school instructors favor students from some trades over students from others.

disagree	slightly disagree	not sure	slightly agree	agree

36. The school instructors try to know each student's academic abilities so that they can help him learn more.

disagree	slightly disagree	not sure	slightly agree	agree

37. It is easy for most students to "con" the school instructors into thinking that they (the students) are working very hard, when they really are not.

disagree	slightly disagree	not sure	slightly agree	agree

38. In general, I think the school instructors do a good job with their students.

disagree	slightly disagree	not sure	slightly agree	agree

39. The vocational instructors keep up with each student's progress.

disagree	slightly disagree	not sure	slightly agree	agree

40. Some vocational instructors go easier on favored students than students they do not like as well.

disagree	slightly disagree	not sure	slightly agree	agree

41. Most vocational instructors cannot tell if their students are working hard or loafing.

disagree	slightly disagree	not sure	slightly agree	agree

42. In general, I think the vocational instructors do a good job with their students.

disagree	slightly disagree	not sure	slightly agree	agree

43. The counselors can help out a student with most any kind of problem.

disagree	slightly disagree	not sure	slightly agree	agree

44. The various drug groups, personal growth groups, etc., conducted by the counselors, contribute a great deal to student rehabilitation.

disagree	slightly disagree	not sure	slightly agree	agree

45. The counselors are often too busy to talk to students.

disagree	slightly disagree	not sure	slightly agree	agree

46. Counselors can tell by talking to a student whether or not he is rehabilitated.

disagree	slightly disagree	not sure	slightly agree	agree

47. The counselors do not respect the student as they should.

disagree	slightly disagree	not sure	slightly agree	agree

48. The counselors play an important part in rehabilitation because they can change students' attitudes.

disagree	slightly disagree	not sure	slightly agree	agree

49. I do not think it is a good idea to have female counselors or researchers in the training school.

disagree	slightly disagree	not sure	slightly agree	agree

50. No rehabilitation program should be instituted if custodial security precautions would have to be lowered.

disagree	slightly disagree	not sure	slightly agree	agree

51. Rehabilitation programs can be instituted even though a moderate increase in the probability of escape is involved.

disagree	slightly disagree	not sure	slightly agree	agree

52. Custodial considerations are secondary in setting up a rehabilitation program since the most important principle in organizing a program is the needs of the student.

disagree	slightly disagree	not sure	slightly agree	agree

53. Obedience and respect for authority are the most important virtues children should learn.

disagree	slightly disagree	not sure	slightly agree	agree

54. It would be alright for a released student to move in next door to me.

disagree	slightly disagree	not sure	slightly agree	agree

55. It is alright to have casual associations with released students.

disagree	slightly disagree	not sure	slightly agree	agree

56. It would be alright to have a released student to marry into my family.

disagree	slightly disagree	not sure	slightly agree	agree

57. If I had a business, it would be good to hire a released student.

disagree	slightly disagree	not sure	slightly agree	agree

58. The fact that wars occur again and again is a sound argument for the presence of a destructive instinct in man.

disagree	slightly disagree	not sure	slightly agree	agree

59. The fact that criminals almost always drink heavily, are sexually deviant, and smoke in excess is a good indication that crime is a true disease perhaps similar to mental disease.

disagree	slightly disagree	not sure	slightly agree	agree

60. Because we see many children of very talented musicians exhibiting musical tendencies, we can safely assume that the musical ability is heriditary.

disagree	slightly disagree	not sure	slightly agree	agree

61. Delinquency is caused by unhappy childhood experiences, since most delinquents had extremely unhappy childhoods.

disagree	slightly disagree	not sure	slightly agree	agree

62. The fact that many children of parents who are mentally ill become mentally ill themselves points up the fact that mental illness is hereditary.

disagree	slightly disagree	not sure	slightly agree	agree

63. We can never expect to predict human behavior with the accuracy we do physical events because humans have free will, have the power to choose and select.

disagree	slightly disagree	not sure	slightly agree	agree

64. Crime, war and injustice will always be with us because they are human nature.

disagree	slightly disagree	not sure	slightly agree	agree

65. We can no more say that slums cause juvenile delinquency than we can say that bars and taverns cause alcoholism.

disagree	slightly disagree	not sure	slightly agree	agree

66. The objective events in the environment do not determine an individual's behavior. The important factor is how the individual perceives or views these events, and this is, of course, individual to every person.

disagree	slightly disagree	not sure	slightly agree	agree

67. The apparent choice a person has at any instant is not in any sense of the word free. The choice is determined by preceding events in the history of the individual.

disagree	slightly disagree	not sure	slightly agree	agree

68. The high amount of delinquency and crime among some groups is evidence that these groups are born bad.

disagree	slightly disagree	not sure	slightly agree	agree

69. I answered each question honestly, that is, as I really think.

disagree	slightly disagree	not sure	slightly agree	agree

70. On some of the questions, I said what was expected of me rather than what I really think.

disagree	slightly disagree	not sure	slightly agree	agree

APPENDIX B

Classroom Observation Rating Form

BEST COPY AVAILABLE

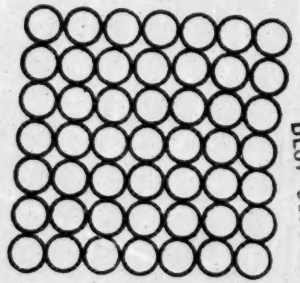
Recorder _____ Teacher _____ Date _____ Period ___ Level ___ Obs. ___ or Rel. (✓)

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
1																1
2																2
3																3
4																4
5																5
6																6
7																7
8																8
9																9
10																10
11																11
12																12
13																13
14																14
									TEACHER							

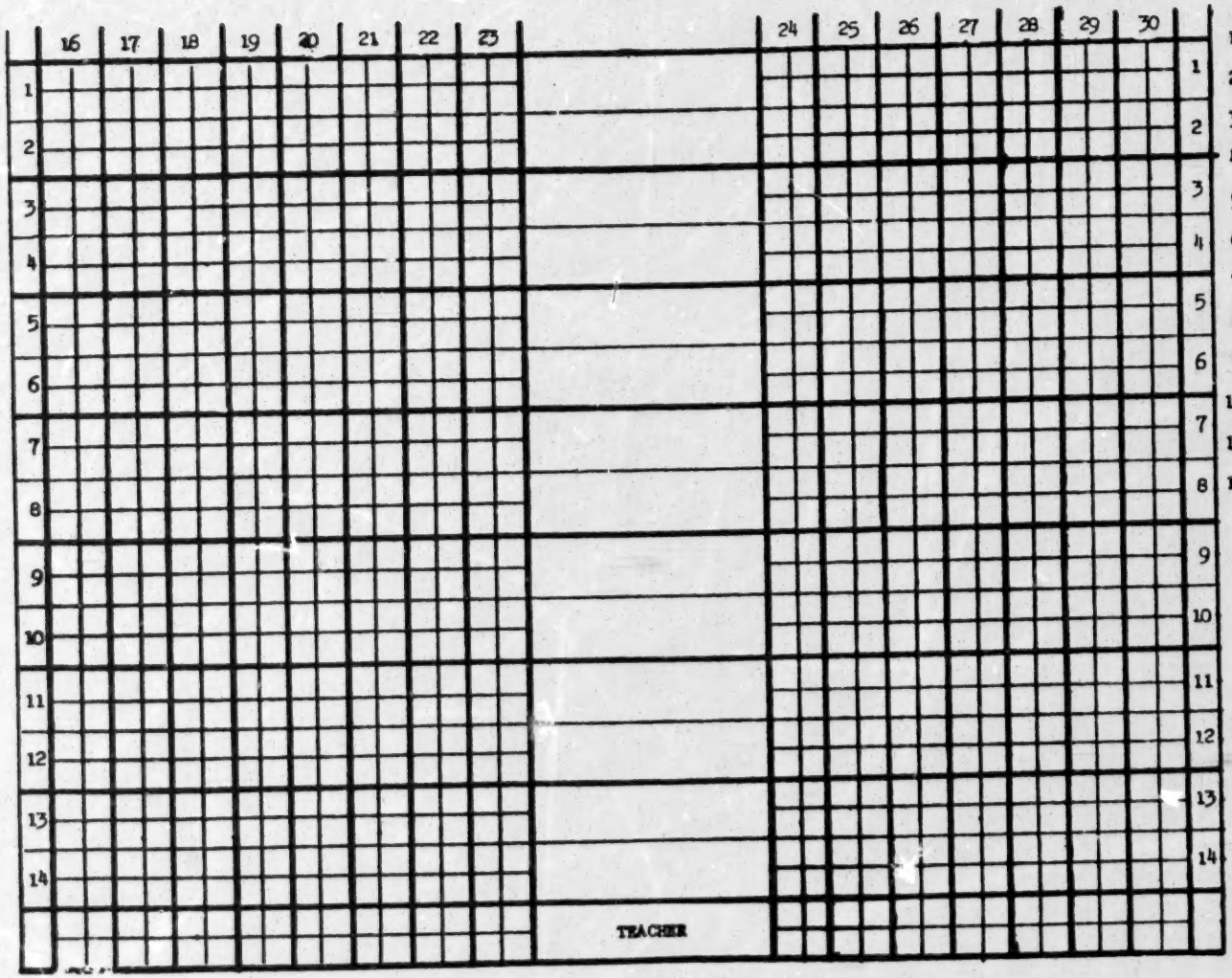
CLASSROOM DISRUPTIONS

1. Talking to T without Permission
2. Talking to S without Permission
3. Out of Room without Permission
4. Out of Seat without Permission
5. Failure to Obey an Order
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

Latency: Mins.___ Secs.___



BEST COPY AVAILABLE



CLASSROOM DISRUPTIONS

1. Talking to T without Permission
2. Talking to S without Permission
3. Out of Room without Permission
4. Out of Seat without Permission
5. Failure to Obey an Order
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

GENERAL NOTES

_____
_____
_____
_____
_____
_____
_____
_____
_____

APPENDIX C

Six- and Twelve-Month Follow-Up Form for Discharged AIS Students

ALABAMA INDUSTRIAL SCHOOL (AIS)
Mount Meigs, Alabama

FOLLOW-UP FORM FOR DISCHARGED AIS STUDENTS*

Date _____ (Month / Day / Year)

Youth's name _____ Race _____ DOB _____ (Month / Day / Year)

County Department of Pensions and Security or Juvenile/Court reporting _____

Name and title of person completing this form _____

Date committed _____ (Month / Day / Year) Date released _____ (Month / Day / Year)

Youth's current address _____ (Street / City / State / Zip)

I. Social Adjustment

A. Is the youth married? Yes ( ) No ( )

B. Present living arrangements:

( ) Wife
( ) Mother and father
( ) Mother only
( ) Mother and step-father
( ) Father only
( ) Father and step-mother
( ) Relatives (please specify) _____
( ) Foster home
( ) Job Corps
( ) Armed services
( ) Other (please specify) _____

C. If youth is currently living with relations, what is the combined yearly income of the family unit?

$_____ How many are being supported by this income? _____

D. Does the youth attend church? Yes ( ) No ( )

E. If he attends church, his approximate percentage of attendance is _____%.

II. Academic Progress

A. Is the youth currently enrolled in an academic program? Yes ( ) No ( )

Or has he been enrolled since his return from our school? Yes ( ) No ( )

*The same form is used at six- and twelve-month intervals.

B. If the response to either of the above is "Yes," please report his academic school history:

	Dates	Type of School	Public or Private	Hours/ Week	Percent of Classes Missed
1.	From _____ to _____	_____	_____	_____	_____
2.	From _____ to _____	_____	_____	_____	_____
3.	From _____ to _____	_____	_____	_____	_____

C. Has the youth earned his G.E.D. since release? Yes ( ) No ( )

III. Vocational School History

A. Is the youth currently enrolled in a vocational school? Yes ( ) No ( )

Or has he been enrolled since his return from our school? Yes ( ) No ( )

B. If the response to either of the above is "Yes," please report his vocational school history:

	Dates	Type of Course	Hours/ Week	Related to AIS? Yes	No	Percent of Days Missed
1.	From _____ to _____	_____	_____	___	___	_____
2.	From _____ to _____	_____	_____	___	___	_____
3.	From _____ to _____	_____	_____	___	___	_____

IV. Work Progress

A. Is the youth currently employed? Yes ( ) No ( )

Or has he held any employment since his return from our school? Yes ( ) No ( )

B. If the response to either of the above is "Yes," please give the following information for each position held in the listed order:

1. Current or most current position _____ From _____ to _____

a. Full-time employment ( ) Part-time employment ( )

b. Employer _____

c. Type of work _____

d. Hours per week _____

e. Wages per hour $_____

f. Is the job related to the MDTA's vocational training at AIS? Yes ( ) No ( )

g. Was the vocational training at AIS helpful in the youth's obtaining this employment? Yes ( ) No ( )

h. Was the job obtained through the Employment Service? Yes ( ) No ( )

Or through another agency? Yes ( ) No ( )

Please specify _____

i. Percent of days missed from job _____%

2. Previous position _____ From _____ to _____

a. Full-time employment ( ) Part-time employment ( )

b. Employer _____

c. Type of work _____

d. Hours per week _____

e. Wages per hour $_____

f. Is the job related to the MDTA's vocational training at AIS? Yes ( ) No ( )

g. Was the vocational training at AIS helpful in the youth's obtaining this employment? Yes ( ) No ( )

h. Was the job obtained through the Employment Service? Yes ( ) No ( )

Or through another agency? Yes ( ) No ( )

Please specify _____

i. Percent of days missed from job _____%

3. Previous position _____ From _____ to _____

a. Full-time employment ( ) Part-time employment ( )

b. Employer _____

c. Type of work _____

d. Hours per week _____

e. Wages per hour $_____

f. Is the job related to the MDTA's vocational training at AIS? Yes ( ) No ( )

g. Was the vocational training at AIS helpful in the youth's obtaining this employment? Yes ( ) No ( )

Please specify _____

i. Percent of days missed from job _____%

V. Law Enforcement Encounters

A. Has the youth been arrested, detained, or referred to juvenile court since his release from AIS? Yes ( ) No ( )

B. If the answer to the above is "Yes," please report the reason for and results of his encounters:

	Date	Delinquent Act and/or Type of Crime	Convicted or Reajudicated Yes	No	Disposition
1.	_____	_____	___	___	_____
2.	_____	_____	___	___	_____
3.	_____	_____	___	___	_____
4.	_____	_____	___	___	_____
5.	_____	_____	___	___	_____

C. To your knowledge, is this youth presently making abusive use of drugs and/or alcohol?

Yes ( ) No ( )

D. If "Yes," please check the applicable substance(s). Drugs ( ) Alcohol ( )

E. If the youth abuses alcohol, how frequently and in what amounts? _____

_____

F. If drugs, which type (marihuana, amphetamines, barbiturates, hallucinogens, opiates, etc.)?

_____

VI. General Health

A. What is the current general health condition of the youth?

Excellent ( ) Good ( ) Poor ( ) Extremely poor ( )

B. Does the youth have any special handicaps? Yes ( ) No ( )

C. If "Yes," please specify whether they are physical, mental, addictive, etc.:

_____

VII. Youth's Evaluation of AIS

A. Was academic training helpful? Please explain _____

B. Was vocational training helpful? Please explain _____

C. Was the total AIS program helpful in improving the youth's adjustment upon return to the community? Please explain _____

D. Youth's criticism or positive comments concerning the AIS _____

_____

VIII. We are unable to complete the questionnaire because:

A. The youth cannot be located ( )

B. The youth is incarcerated and cannot be contacted ( )

C. The youth is out of the county or the state. Please indicate address if known:

_____

D. Other (please specify) _____

If there is anything concerning this youth, his family, his adjustment, and his health that you consider important and which we have not asked, please indicate:

_____

_____

Signature of person completing this form _____